

Writing

Band 1

Emerging

Task

To write a recount.

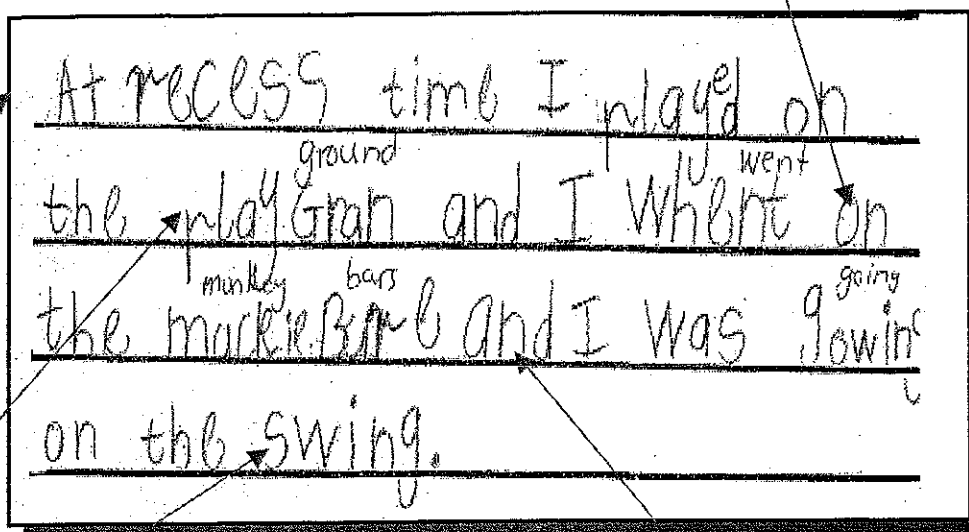
Context

The teacher modelled writing a text and then presented the sentence stem "At recess time I...". Students were encouraged to use personal dictionaries, environmental print and their have-a-go sheets for spelling.

6 yrs

Uses phrases to locate events in place.
(Band1 LS&F)

Uses known or copied words in writing.
(KGP3 LS&F)



Demonstrates an understanding of sound/symbol relationships, eg blends, simple digraphs.
(Band1 LS&F)

Links ideas in writing using simple conjunctions.
(Band1 LS&F)

Summary Comment

This text demonstrates that the student is in a transition phase between KGP3 and Band 1. There is strong evidence of most KGP3 indicators and **emerging** evidence of **Band 1**. Within *Texts and Contexts* the student is able to write a recount about a personal experience using key elements, (who, what, when, where) but with little detail for each component. He/she uses the *Language Structures and Features* of correct word order, capital letters and full stops correctly. There is evidence of use of a small bank of known words (KGP3), eg "and", "on", "I", "the", "was" and good attempts at spelling with symbols for each sound.

Where to from here?

- Build knowledge of visual patterns and common letter sequences in words.
- Encourage writing additional information to expand content.
- Model use of linking words.

Task

To write a narrative.

Context

The class had been discussing the elements of fairytales. Students were asked to write their own fairytale modelled on a tale with which they were familiar.

8 yrs

Uses phrases or words to locate events in place & time.
(Band1 LS&F)

Links ideas in writing using a pronoun.
(Band1 LS&F)

The Ugliest Duck

Once upon a time an ugly Duck was Born there was mother Duck Sister Duck and father Duck. one day he notice he was ugly his family treated him like he was ugly he ran away from home. he found a castle a few weeks Past he misted his family. he decided to Go home he noticed his fure was turning Yellow and he become hansom. he return to his famly and They live happily ever after

Writes simple sentences.
(Band1 LS&F)

Spells some words with less common spelling patterns accurately.
(Band 2 LS&F)

Links ideas in writing using a conjunction.
(Band1 LS&F)

Summary Comment

This text demonstrates **solid** evidence of **Band 1**. Within *Texts and Contexts* the student has written a narrative with a few connected ideas, a simple orientation, story-line and ending. Within *Language Structures and Features* more detail within sentences would enhance this piece of writing. He/she demonstrated an understanding of sound/symbol relationships; frequently used words and common spelling patterns are spelt accurately. The student is experiencing difficulties with tense markers.

Where to from here?

- Teach simple punctuation skills – capital letters and full stops at the end of sentences.
- Model use of appropriate linking words.
- Show how sentences are linked to form a cohesive paragraph.
- Further develop handwriting skills.

Task

To write a narrative as a part of the Multilevel Assessment Program (MAP) Common Writing Task.

Context**8 yrs**

Prior to the beginning of the allocated forty-minute dedicated writing time, there was teacher input time of twenty minutes, brainstorming ideas and revising generic structure. Students had fifteen minutes to discuss ideas in small groups and/or with the class, followed by five minutes individual planning time. Ten minutes was allowed at the end of the writing period for proofreading and editing.

Uses phrases to specify time.
(Band1 LS&F)

Beginning to control compound sentences.
(Band 2 LS&F)

Spells most one and two syllable words with common spelling patterns.
(Band2 LS&F)

The Quest

At 1994 a little boy was born he became a knight. He had a little boy his name was Ato. One day Ato went walking in the forest he saw a dragon flying in the forest the dragon came down and picked up the boy and took the boy home. The knight looked every where with his horse. Then the knight heard some one scream. He said to his horse to go in the forest but there was no one in the forest. They went there the next day they saw a dragon flying in the air they fought it until they came to a home they saw the boy from the window they climbed up and saved the boy.

Uses correct word order in sentences.
(Band1 LS&F)

Identifies & corrects simple errors or omissions.
(Band1 S)

Links ideas in writing using a pronoun to refer to preceding noun.
(Band1 LS&F)

Links ideas in writing using a conjunction.
(Band1 LS&F)

Writes simple sentences most of the time.
(Band1 LS&F)

Summary Comment

This text demonstrates that the student is in a transition phase between Band 1 and Band 2. There is **emerging** evidence of **Band 2** indicators. Within *Texts and Contexts* the student has written a narrative with a developed orientation and a story line involving a complication and resolution. Correct use of common words, an understanding of sound/symbol relationships and enhancement of writing using editing, from within *Strategies*, is demonstrated. Control of basic compound sentences and varied sentence beginnings is evident.

Where to from here?

- Encourage consistency of correct simple punctuation.
- Model construction of compound and complex sentences.
- Encourage use of a proofreading guide and revision strategies.